



Carlisle Infant School



History: EYFS Development Matters and KS1 National Curriculum Progression Grid

		Autumn Term	Spring Term	Summer Term
Year R	Progression – Objectives/Skills:			
		<p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. 	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. 	<p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
	Vital Vocabulary:			
	Yesterday, Today, Tomorrow Long ago, Before I was born Past, present, history Who? What? Where? Remember Parent, grandparent, great grandparent	Old, Older, Oldest, New In the past Memory, remember Years		
	EYFS Enrichment Opportunities:			

Year 1 Skills	CHRONOLOGY C1 Sequence events or objects in chronological order	RANGE AND DEPTH OF HISTORICAL KNOWLEDGE K1 Begin to describe similarities and differences in artefacts K2 Drama – why people did things in the past K3 Use a range of sources to find out characteristic features of the past	INTERPRETATIONS OF HISTORY I1 Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past)	HISTORICAL ENQUIRY E1 Sort artefacts “then” and “now” E2 Use as wide a range of sources as possible E3 Speaking and listening (links to literacy) E4 To ask and answer questions related to different sources and objects	ORGANISATION AND COMMUNICATION OC1 Time lines (3D with objects/ sequential pictures) OC2 Drawing OC3 Drama/role play OC4 Writing (reports, labelling, simple recount) OC5 ICT
Year 1 Progression – Objectives/Skills	Autumn Term		Spring Term		Summer Term
	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Key Focus Skills - C1, OC1, I1, E4</p> <ul style="list-style-type: none"> Explore the life of the Antarctic explorer – Captain Robert Falcon Scott Compare the life and journey faced by – Matthew Henson Place image of Scott on class timeline between ‘Dinosaurs on Earth’ and ‘I was born’ Focus on diary as key historical source 		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Key Focus Skills – C1, OC1, E2, E3, E4, I1</p> <ul style="list-style-type: none"> Learn about Laika – experimental space travel Focus on significance of moon landing Invite relative to discuss memories of moon landing <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Key Focus Skills – C1, OC1, E2, E3, E4, K2, OC4, OC5</p> <ul style="list-style-type: none"> Explore the life and achievements of Neil Armstrong Focus on the work of Katharine Johnston to contribute to the moon landing Make comparisons with Tim Peake’s experiences Explore the life and achievements of Mary Anning <p>Understand methods of historical enquiry – different types of information and which ones are accurate.</p> <p>Key Focus Skills – E2, E3, E4</p> <ul style="list-style-type: none"> Explore the sources of evidence we have related to the moon landing Look at contrasting evidence in relation to moon landing – consider conspiracy theories What evidence is available to prove the existence of dinosaurs? 		<p>Significant historical events, people and places in their own locality.</p> <p>Key Focus Skills – C1, K2, K3, E1, OC2, OC3, OC4, OC5</p> <ul style="list-style-type: none"> Focus on key historical events from Hampton’s past – including the history of our school Explore life of Alan Turing – local resident Look at history of Bushy Park Compare how Hampton Hill High Street has evolved in the past two centuries looking at maps/photographs.

Year 1	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	People, significant individuals Achievement Explorer, team, expedition, Discovery, Terra Nova Photographs, diary, letter Timeline, sources, evidence	Orbit, Laika, space, Russia, Sputnik Neil Armstrong, Buzz Aldrin, Michael Collins, astronaut, Apollo 11 Katharine Johnston, NASA, Mathematician, equations, female, achievements Tim Peake Hoax, evidence, proof	Hampton, local, change Previous, memories Resident(s), Alan Turing, mathematician, code, war, Enigma Compare, maps, photographs, buildings, shops Bushy Park
	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:

Year 2 Skills	CHRONOLOGY C1 Sequence artefacts closer together in time C2 Sequence events C3 Sequence photos etc from different periods of their life C4 Describe memories of key events in lives	RANGE AND DEPTH OF HISTORICAL KNOWLEDGE K1 Find out about people and events in other times K2 Collections of artefacts – confidently describe similarities and differences K3 Drama – develop empathy and understanding (hot seating, speaking and listening)	INTERPRETATIONS OF HISTORY I1 Compare pictures or photographs of people or events in the past I2 Able to identify different ways to represent the past	HISTORICAL ENQUIRY E1 Use a source – why, what, who, how, where to ask questions and find answers E2 Sequence a collection of artefacts E3 Use of time lines E4 Discuss the effectiveness of sources	ORGANISATION AND COMMUNICATION OC1 Class display/ museum OC2 Annotated photographs OC3 ICT
	Autumn Term		Spring Term		Summer Term
Year 2 Progression – Objectives/Skills	Events beyond living memory that are significant nationally or globally Key Skills Focus – C2, K1, K3, E1, E3, OC2 <ul style="list-style-type: none"> • Study the events of the journey and sinking of the Titanic • Describe similarities and differences between the past and present • Include image of Titanic onto class timeline The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Key Skills Focus – K1, K3 <ul style="list-style-type: none"> • Explore the life of the naturalist – Charles Darwin • Compare the life and experiences of modern naturalist - David Attenborough 		Events beyond living memory that are significant nationally or globally Key Skills Focus – C2, K1, K2, K3, I1, I2 <ul style="list-style-type: none"> • Add BoH to class timeline • Study the events of the Battle of Hastings Understand methods of historical enquiry – different types of information and which ones are accurate. Key Skills Focus – E1, E2, E3, E4, OC3 <ul style="list-style-type: none"> • Recognise the limitations of evidence from a period so long ago (Bayeux Tapestry) • Ask/Answer questions about this period The lives of significant individuals in the past who have contributed to national and international achievements. Key Skills Focus – C2, I1, E1 <ul style="list-style-type: none"> • Study the monarch William the Conqueror and compare with Elizabeth 1 • Identify their key achievements 		Events beyond living memory that are significant nationally or globally Key Skills Focus – C1, C2, K1, K2, K3, E1, OC2 <ul style="list-style-type: none"> • Study the achievements of The Wright Brothers • Consider significance of Amelia Earhart’s journeys • Use various sources to deduct information The lives of significant individuals in the past who have contributed to national and international achievements. Key Skills Focus – C1, C2, K1, K2, K3, E1, OC2 <ul style="list-style-type: none"> • Study the lives and achievements of The Wright Brothers and Amelia Earhart • Use various sources to deduct information Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Year 2	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	Artefact, photograph, sources Similar, different RMS Titanic, ship, iceberg, Southampton, New York, Belfast, Atlantic Ocean, Captain, crew, survivors, victims Charles Darwin, naturalist, HMS Beagle, evolution, species	Similar, different Timeline, century What...?, When...?, Where...? Evidence Primary/Secondary source, sources Battle, Norman-French army, William, Duke of Normandy, English army, Anglo-Saxon, King Harold Godwinson, Norman conquest Monarch, Elizabeth 1, Tudor, Queen	Wright brothers, Orville, Wilbur, American, aviators, pioneers, inventors, motor-operated airplane. Wri Flyer Artefacts, Photographs, Letters Because, modern, opinion/fact living memory, long ago Memory, memories, remember, the older generation
	Year 2 Enrichment Opportunities:	Year 2 Enrichment Opportunities:	Year 2 Enrichment Opportunities: